DOCUMENT RESUME

ED 216 731 JC 820 221

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TITLE Report on International Education Program at Broward Community College.
INSTITUTION Broward Community Coll., Fort Lauderdale, Fla.
PUB DATE Apr 82
NOTE 8p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; *Cultural Education; *Curriculum Development; Exchange Programs; Faculty Development; *Foreign Students; Interdisciplinary Approach; *International Studies; Program Administration; *Study Abroad; Two Year Colleges
IDENTIFIERS *Broward Community College FL

ABSTRACT

The International Education Program at Broward Community College (BCC) is administered by the Division of International/Intercultural Education, several special program coordinators, and a college-wide International Education Committee. Using an approach that draws upon the talent and expertise of faculty members in departments and divisions throughout the college, the International Education Program has made significant strides toward internationalizing the curriculum, promoting overseas study, serving foreign students, and fostering faculty development. Illustrating BCC's commitment to providing students with an understanding of other societies and cultures is a general education requirement for all associate in arts students to complete six semester hours in courses that contain major international content and emphasis. Among the components of the international program are: (1) an International Curriculum Project, which involves the development of new courses and resource materials and the expansion of foreign language instruction; (2) study abroad programs, such as the Semester-in-Spain program and summer travel-study courses; (3) the establishment of the position of International Student Coordinator to help meet the needs of the 400 foreign students at BCC; (4) affiliation with national and state organizations that promote international education; and (5) faculty development and teacher exchange programs. Through such activities BCC is meeting its commitment to providing students with a critical international/intercultural understanding. (HB)

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REPORT ON

INTERNATIONAL EDUCATION PROGRAM

AT

BROWARD COMMUNITY COLLEGE

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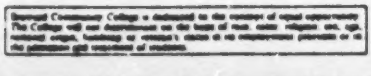

BROWARD COMMUNITY COLLEGE

International Education Program

Broward Community College is a large, multi-campus institution serving the metropolitan Fort Lauderdale, Hollywood, and Pompano Beach areas of Southeast Florida. In 1980, the service area (Broward County) had a population of over one million. The county is comprised of 29 municipalities, as well as large unincorporated areas. It is bound on the east by the Atlantic Ocean and on the west by the Florida Everglades.

More than 28,000 students are enrolled at Broward Community College. Of these, almost 20,000 are credit students. Approximately one-third attend on a full-time basis while two-thirds are part-time students. Several thousand non-credit students are served through community service programs.

Perhaps as much as any state, Florida can serve as an excellent example of why an increased emphasis on foreign language and international studies is of critical importance to the United States. Several facts can be cited as evidence of the increasing international character of Florida:

- More than 40 nations maintain consulates in Florida.
- Florida has established international trade bureaus in Frankfort and Tokyo.
- 13 international ports have been established in Florida by the United States Customs Bureau.
- Hundreds of international flights operate daily from Florida airports.
- More than 1/2 million non-U.S. citizens currently reside in Florida.
- Direct foreign investment in Florida exceeds 1 billion dollars.
- In 1981, exports from Florida ports exceeded 11 billion dollars while approximately 7 billion dollars in imports entered the United States through Florida. This represented a 50% increase since 1979.
- In 1981, over 2½ million international visitors came to Florida.
- Almost 15,000 foreign students are enrolled in Florida colleges and universities.

It must be noted, however, that the rapid internationalization of Florida has occurred concurrently with the development of problems unique to the state. The recent influx of refugees from the Caribbean into South Florida has created enormous economic and social problems and has contributed to a backlash against anything "foreign." This has served to hamper efforts to promote international understanding. At a time when Florida's future is largely tied to international developments, many Floridians have become resentful of the multicultural nature of our population.

Broward Community College's strong commitment to international/intercultural education is evidenced by a policy statement adopted by the District Board of Trustees which states:

Broward Community College recognizes the importance of providing for students an international and intercultural dimension. As citizens of the United States and as inhabitants of planet Earth, today's students will be confronted throughout their lives with issues that transcend national boundaries. So interconnected is the political and economic world that some understanding of current issues and the events that shape them, as well as an appreciation for other cultures and customs throughout the world, is now basic to good citizenship. This has become an essential aspect of today's curriculum.

It is further recognized that community colleges have a major responsibility in providing an international/intercultural dimension because of the increasing numbers of students for whom the community college will provide their only college-level educational experience. Moreover, the nature of the community college, and its emphasis on serving a local constituency, requires that the global agenda be addressed.

It is the policy of Broward Community College to encourage and support the development of the many aspects of international/intercultural education. These would include:

1. A structured process for the involvement of the community and the college.
2. Study-abroad programs.
3. The internationalizing of the curricula.
4. Proper and effective programming of international students on campus.
5. Programs of an international/intercultural nature for the community.
6. Student, faculty, and staff exchange programs.
7. Consultant and support services with foreign institutions.
8. Staff and program development activities.

ORGANIZATION

During the academic year 1977-78, the College established the Division of International/Intercultural Education. This college-wide academic division reports directly to the vice president for academic affairs and is responsible for the overall coordination of international education at Broward Community College. Headed by a full-time director,

the division is able to draw on the talent and expertise of faculty members in departments and divisions throughout the College. This college-wide, interdisciplinary approach has succeeded in involving scores of faculty members and administrators in various international education projects.

Several supplemental positions have been established to coordinate the various components of the program. Reporting to the division director is the international student coordinator and the international curriculum facilitator. These positions are held by faculty members who are compensated through reduced teaching loads. In addition, several country coordinators have been appointed to administer overseas academic programs offered in various foreign locations.

A college-wide International Education Committee, comprised of faculty members and administrators from all three campuses, reviews the international education program and offers recommendations for future activities.

THE CURRICULUM

Broward Community College has taken a significant step toward internationalizing the curriculum by adopting a general education area requirement for international/intercultural education. Effective since the fall of 1980, all students seeking the Associate in Arts degree at BCC are required to earn at least six semester hours credit in courses that contain a major international content and emphasis. Departments and divisions have identified many existing courses to meet this requirement, and several new courses are under development. This requirement ensures that all Associate in Arts degree graduates of the College will receive some exposure to courses of a global nature.

INTERNATIONAL CURRICULUM PROJECT

BCC's Division of International Education has received a two-year grant from the U.S. Department of Education for the purpose of adding international dimensions to the on-campus curriculum. The project, funded through DOE's Undergraduate International Studies and Foreign Language Program, involves virtually every department, division, and campus at BCC. New international courses are being developed, several existing courses are being revised to include more non-western material, and two international modules are being developed. BCC's foreign language instruction capabilities will be expanded through membership in NASILP (National Association of Self-Instructional Language Programs); Arabic and Japanese will be the first new languages offered. An Associate in Arts degree program in International Studies and an Associate in Science degree program in International Business are being developed. Several consultants with international expertise have visited BCC to assist project faculty. Numerous resource materials (Human Relations Area Files, Films, Library holdings) will be acquired during the grant period. Several workshops have been conducted for project faculty.

STUDY-ABROAD PROGRAMS

Broward Community College offers several overseas study-programs for students of all ages. Both short-term (summer) and long-term (semester) programs are offered. Examples of study-abroad programs offered at BCC include:

SEMESTER-IN-SPAIN PROGRAM: The BCC Center in Spain was established in 1979 to provide students with an opportunity to study for several months in a foreign country at reasonable cost. Students live and attend classes in the beautiful city of Seville, Spain, and earn 15-18 semester hours credit by participating in the program. Unlike other programs in Spain, the Broward program does not require proficiency in Spanish — any student may participate as the language of instruction is English. Students participating in the Spain Program may choose from several housing options including Spanish families, private apartments, dormitories, and pensions. The approximate per student cost is $2000 per semester, including air fare.

In addition to the Semester-in-Spain Program, BCC makes available to students semester-length programs offered by other colleges who are members of the College Consortium for International Studies (CCIS). These would include academic programs in London, Germany, Italy, Ireland, France, and Israel.

SUMMER TRAVEL-STUDY PROGRAM: In addition to semester-length programs, BCC regularly offers summer study-tours to foreign locations. These courses, which are open to any interested person in the community as well as currently enrolled students, provide an excellent opportunity to combine the foreign travel experience with academic instruction. By taking advantage of group rates and favorable arrangements with area travel agents, the College is able to offer these study-tours at considerable savings. All study-tours combine on-campus instruction with the foreign travel experience. Participants typically earn six semester hours of credit in a variety of subjects; many study-tours are of an interdisciplinary nature. These courses are fully accredited and may be applied toward a degree at BCC or used for other purposes such as certificate renewal and/or incentive awards for public school teachers. Six different summer programs are being offered in 1982, including in-residence courses at Cambridge University and Trinity College (Dublin), study-tours to Egypt, Greece, and Western European capitals, a comparative health-care study-tour to England and Switzerland, and the Anthropology Field School in Merida, Yucatan, Mexico.

INTERNATIONAL STUDENTS

More than 400 international students representing approximately 50 nations are enrolled at Broward Community College. They contribute a valuable international dimension to the student population, and the College is committed to meeting their special needs. The office of International Student Coordinator was established in 1978.

AFFILIATIONS

Broward Community College holds membership and is actively involved in several state and national organizations whosepurpose is to promote international education. These include:

1. The International/Intercultural Consortium of the American Association of Community and Junior Colleges (AACJC). This Consortium enjoys a membership of more than 50 two-year institutions throughout the United States who are interested in promoting international education. BCC's President, Dr. Hugh Adams, served as Chairman of the Consortium during 1981-82.

2. The Florida Collegiate Consortium for International/Intercultural Education (FCCI/IE). This Consortium, comprised of 13 colleges and universities in Florida, was created in 1977 for the purpose of encouraging and promoting international education efforts among institutions of higher education in Florida. A recent accomplishment of the Consortium was the sponsorship of a resolution in support of international education which was formally adopted by the Florida House of Representatives in March, 1982. BCC's Director of International Education has served as the Executive Director of this statewide organization since its formation in 1977.

3. The College Consortium for International Studies (CCIS). More than 30 colleges and universities are members; the major emphasis of this consortium is overseas academic programs. BCC is represented on the Executive Committee.

4. Broward Community College also holds institutional memberships in NAFSA and the Institute for International Education (IIE).

FACULTY DEVELOPMENT

BCC recognizes that faculty support and involvement is essential for the long-term success of the international education program. Faculty development opportunities must be provided to secure this on-going support. Over 30 BCC faculty members and administrators recently attended a statewide conference on international education sponsored by the Florida Collegiate Consortium for International/Intercultural Education. Several BCC faculty members have participated in a series of European Economic Community-sponsored seminars in Belgium. Faculty exchanges have been successfully conducted in cooperation with the College's center in Seville, Spain. BCC's study-abroad program has provided more than 30 faculty members and administrators with opportunities for travel to foreign locations; these individuals often become key supporters of the international education effort.

OTHER ACTIVITIES

BCC President Hugh Adams has been a participant in several group visitations to foreign countries for the purpose of reviewing educational systems or to provide educational expertise and assistance to foreign educators. In October 1979, he visited India as the guest of that government. He and two other U.S. educators conducted conferences with universities throughout India explaining the organization, staffing, operation, funding, academic programs, and services offered by two-year community colleges. The consultation was sponsored by the U.S. Education Foundation of India and the Fulbright Scholars Lecture Series. Additionally, Dr. Adams joined a team of Florida educators in a visit to Kuwait in April 1979. The purpose of the visit was to review the technical and vocational education system of the State of Kuwait and to recommend modern and effective methods of dealing with its current and future requirements. The final report has been accepted by the Government of Kuwait. Follow-up visits in conjunction with an accreditation inspection were conducted during 1981-82; BCC's Vice President for Student Affairs and Executive Director of Technical Education also participated in these visitations. In 1981, Dr. Adams served as a U.S. delegate to the Organization for Economic Cooperation and Development (OECD)-sponsored conference in Paris convened to discuss higher education policies in the 1980s. Finally, BCC's Director of International Education joined a team of Florida educators in a 1982 visit to colleges in Montreal and surrounding areas at the invitation of the Government of Quebec.

CONCLUSION

For many years, educators and psychologists have referred to the term IQ as an index ofintelligence. Perhaps it is time for us to consider a new term that will have special relevance for all levels of education, as well as for this nation's prosperity and security in the coming decades. We can call this new term IIQ — "International Intelligence Quotient." The IIQ of Americans is not very high. We must reverse this situation if America is to meet its international responsibilities, if American business is to survive in an increasingly competitive world, and if American citizens are to exercise responsibly their rights in a democratic society. Broward Community College is committed to this goal.

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